

## Curriculum Overview

### Sociology Intent

It is our intention to offer an engaging and effective introduction to Sociology. To teach the fundamentals of the subject and to develop and nurture their skills, preparing them for university and employment.

All staff aim to develop a passion and enthusiasm of the subject within each student. We encourage the students to have an open mind, view the world from others' perspectives and consider the impact of different social experiences on individual's lives. We aim to foster mutual respect, celebrate diversity and make students aware of various challenges facing different social groups.

We promote a greater awareness of contemporary society in a globalised world, with a consideration of past policies and laws, society today and issues faced today across the world. We aim to foster the development of critical and reflective thinking with a respect for social diversity, through research and theoretical thinking. We encourage students to consider some challenging issues within a safe space.

We aim to provide an awareness of the importance of social structure and social action in explaining a range of social issues from single parenthood to the impact of material deprivation on academic outcomes. Students are encouraged to develop their own sociological awareness through active engagement of sociological research and theory alongside contemporary social issues within the world today.

Our intention is to equip students with the knowledge and a critical understanding of contemporary social processes and social changes, enabling students to focus on their own personal identity, their roles within society and their responsibilities within society and develop a lifelong interest in social issues.

We are committed to preparing students for their final exams from lesson one. Exam structure is explicitly taught, alongside revision techniques. Students are taught how to hold effective discussions, listen to others and learn from one another. Students are supported in their note taking and closely monitored. Students are encouraged to engage in active learning, challenge themselves, share their real-life experiences, engage in contemporary news stories and watch documentaries, all with the intent to develop their love for learning and understanding of sociology.

### Sociology Implementation

Our course is based on the AQA specification for Sociology. This qualification offers an engaging and effective introduction to Sociology. Through this course, students will learn the fundamentals of the subject and develop skills valued by higher education, preparing them for university and employers, preparing them for jobs requiring critical analysis, independent thinking and research. Throughout the course, students must cover key themes;

Core Themes;

- Education; the roles and functions of the education system, differential achievements by social groups, relationships and processes within schools, and the significance of educational policies.
- Methods in Context; applying sociological research methods to the study of education.

- Theory and Methods; examination of qualitative and quantitative research methods, sources of data, the relationship between positivism and interpretivism, the practical, ethical and theoretical issues applying to choice of method, consensus, conflict and social action theories, the nature of science and social policy.
- Topics in Sociology: Families and Households; the relationship of the family to the social structure, changing family patterns, gender roles, and the nature of childhood. As well as Beliefs in Society; consideration of the ideology of religion and science, religious organisations, the relationship between different social groups and religious organisations, and religion in a contemporary world.
- Crime and Deviance; the social distribution of crime and deviance, globalisation and crime in contemporary society, crime prevention, control and victims.

All staff in the department are fully committed to developing a passion and enthusiasm of the subject within the students. Students are encouraged to have an open mind, view the world from others' perspectives and consider the impact of different social experiences on individual's lives. Staff work collaboratively in their planning and sharing of resources with a commitment to update resources with contemporary issues, demonstrating the relevance of sociology to everyday life.

The study of Sociology focuses on contemporary society in a globalised world. With a consideration of past policies and laws, society today and issues faced. It aims to foster the development of critical and reflective thinking with a respect for social diversity, through research and theoretical thinking.

The course provides an awareness of the importance of social structure and social action in explaining a range of social issues from single parenthood to the impact of material deprivation on academic outcomes. Students are encouraged to develop their own sociological awareness through active engagement of sociological research and theory alongside contemporary social issues within the world today. Teachers make explicit links to other level 3 courses through teaching, including; psychology, criminology, law, history and English.

Students will acquire knowledge and a critical understanding of contemporary social processes and social changes. They will appreciate the significance of theoretical and conceptual issues in sociological debate. They will develop the skills which will enable students to focus on their own personal identity, their roles within society and their responsibilities within society and develop a lifelong interest in social issues.

Pupil progress is assessed through the students' ability to hold analytical debates between perspectives on a range of societal issues. Students must hold a balanced and well-informed conversation, measuring their literacy and analytical skills. Assessments are used throughout the two-year course to inform teaching and learning and adapt teaching where necessary and addressing misconceptions. Assessments take the form of both formative and summative, whilst meaningful feedback and feedforward tasks are used to help students identify how to make progress.

An integral part of the study of each topic area will be to understand sociological theories, perspectives and methods. Students will consider the design of the research used to obtain data, including its strengths and limitations. They must show awareness of how to collect data, considering the usefulness of a number of research methods and issues (practical, theoretical and ethical) sociologists face when conducting research. Throughout the course synoptic links between topic areas studied are made. Skills are embedded over time and staff make a conscious effort to support students in their note taking and creation of revision resources. All lessons start with a recap of the previous lesson and the lesson will have explicit links to assessment criteria.

The course will engage students in theoretical debates by studying sociological explanations of four key topic areas; Education, Families and Households, Beliefs in Society and Crime and Deviance. Common themes introduced in year 1 topics will be returned to in subsequent topics and year 2. The course will finish with the synoptic topic of Theory, encompassing all areas of the course, taught through sociological perspectives. This is essentially revision. Lessons are taught through discussion, note making, active learning, real life experiences news stories and documentaries.

### Sociology: Education YEAR 12

Unit: Class				
What are we learning?	Our intention- what knowledge, understanding and skills will we gain?	Evaluation and Assessment methods	Implementation	What additional resources are available?
<p><b>Class Differences in Educational Achievement</b></p>	<p><b>Knowledge:</b> External factors which lead to class differences, including: Material deprivation, cultural deprivation and Cultural Capital. Internal factors which lead to class differences, including: Teacher labelling leading to the self-fulfilling prophecy, streaming and pupil sub-cultures. Pupil's identity and the school including Nike Identities.</p> <p><b>Understanding:</b> Students will have an understanding of the class system in both the UK and America. They will appreciate how factors which happen both within the home and within school can deter students from academic success. They will understand key sociological research to support the arguments and will be able to understand the limitations and strengths of the arguments.</p>	<ul style="list-style-type: none"> <li>Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>Subject specific terminology will be used correctly throughout an essay.</li> <li>Students will show joined up thinking, where by details from other units are employed in the argument.</li> <li>Evaluation will be evidenced in the longer essay questions and</li> </ul>	<ul style="list-style-type: none"> <li>Students can use personal examples (without the need to publicly share) from their home and school experience to understand the material being studied.</li> <li>Sociology can be a new subject for many, so this first unit is an introduction to many of the key ideas.</li> </ul>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Sociology; A Graphic Guide by John Nagle</p> <p>Chavs; The Demonisation of the working class by Owen Jones</p>

	<p><b>Skills:</b> Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p>	<p>demonstrate a clear understanding of present-day issues.</p> <ul style="list-style-type: none"> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
<b>Unit: Ethnicity</b>				
<p><b>Ethnic Differences in Educational Achievement</b></p>	<p><b>Knowledge:</b> External factors which lead to ethnic differences in educational achievement, including: Cultural and material deprivation and racism in wider society. Internal factors, including: Labelling and teacher racism, pupil identities, pupil subcultures, institutional racism including Critical Race Theory. Evaluation of said arguments.</p> <p><b>Understanding:</b> Students will understand how patterns in achievement can be seen overtime with ethnic minority students in education. Students will analyse and understand reasons for this which occur both within the home and in the classroom, with the added dimension of institutional racism. Sociological studies will be used and evaluated.</p> <p><b>Skills:</b> Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, where by details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear understanding of present-day issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding from the Class unit of material and cultural deprivation can be used.</li> <li>• Understanding of teacher labelling and the impacts will also be built upon.</li> </ul>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Sociology; A Graphic Guide by John Nagle</p> <p><b>TedTalk:</b> Mary Maker: Why I fight for the education of refugee girls like me</p>

		<ul style="list-style-type: none"> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
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<b>Unit: Gender</b>				
<b>Gender Differences in Educational Achievement.</b>	<p><b>Knowledge:</b> The gender gap in educational achievement; External factors including: the impact of Feminism, changes in the family, changes in employment and girl's ambitions. Internal factors, including: equal opportunities policies, positive role models, coursework, teacher attention, changes in the curriculum and league tables. Education and the identity of the working-class female, with reference to symbolic capital and violence. Boys and underachievement. Subject choice and gender at GCSE and A Level. The reinforcement of gender identities and sexuality.</p> <p><b>Understanding:</b> Students will understand the possible reasons as to why girls tend to achieve higher than boys in education both through the process of socialisation and in school factors. Male underachievement will</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, where by details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear</li> </ul>	<ul style="list-style-type: none"> <li>• Factors learnt in the Family unit which is studied along side Education, supports student's understanding of the impact family structure has on females.</li> <li>• Understanding of Feminism is built on from the Families unit.</li> <li>• Understanding of social class and its impact is used from the Class unit.</li> </ul>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Sociology; A Graphic Guide by John Nagle</p> <p><b>TedTalk:</b> Chimamanda Ngozi: We should all be feminists</p>

	<p>also be studied and the introduction of globalisation as having an impact on the local. Sexual identities will also be understood and how these are reinforced within school and the impact they have on the individual.</p> <p><b>Skills:</b> Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p>	<p>understanding of present-day issues.</p> <ul style="list-style-type: none"> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
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**Unit: Perspectives; The Role of Education in Society**

<p align="center"><b>Different Sociological Perspectives over the Role of Education in Society.</b></p> <p align="center"><b>Including:</b></p> <ol style="list-style-type: none"> <li>1) Functionalism</li> <li>2) The New Right</li> <li>3) Feminism</li> <li>4) Marxism</li> </ol>	<p><b>Knowledge:</b> The Functionalist perspective, including the work of Durkheim and Parsons. The impact of Neoliberalism on the New Right and the view towards education. Modern day Sociologists such as Chubb and Moe. The Feminist perspective with reference to Walby and the 6 Structures of the Patriarchy. The Marxist perspective with reference to Marx, Althusser and Bowles and Gintis. Evaluation takes the forms of supporting studies from the work of Willis.</p> <p><b>Understanding:</b> Students will understand different sociological schools of thought concerning the Education system. They will understand both conflict and consensus views and how education benefits certain social groups over others. Arguments will be</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, where by details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and</li> </ul>	<ul style="list-style-type: none"> <li>• Key theorists are introduced in the Families unit.</li> <li>• Students build on their understanding of class issues through Marxism.</li> <li>• Understanding of Feminism is built upon from the Gender unit.</li> </ul>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Sociology; A Graphic Guide by John Nagle</p> <p>Marx; A Very Short Introduction by Peter Singer</p> <p>The McDonaldisation of Society by George Ritzer</p>
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	debated and evaluated using counter perspectives and sociological research. <b>Skills:</b> Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.	demonstrate a clear understanding of present-day issues. <ul style="list-style-type: none"><li>• Examples from studies are used and/or recent relevant statistics.</li><li>• Reading beyond the set texts are evidence and show modern day application.</li></ul>		
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<b>Unit: Educational Policy</b>
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<p><b>Understanding the history of the education system in the UK, government policies and how these have helped or hindered equality.</b></p>	<p><b>Knowledge:</b> Educational policy before 1988, including: The Tripartite System, Comprehensive System and Marketisation. Marketisation will give reference to: parentocracy, league tables and the funding formula and Gewirtz study into parental choice and class. New Labour and inequalities. Policies brought in by the coalition government of 2010, including: academies, free schools and fragmented centralisation. The privatisation of schools through the education services industry.</p> <p><b>Understanding:</b> Students will understand how government policies have been used to try and decrease the gap in equalities but where they have failed. Focus will be on the different school systems since The Tripartite era and the impact they have had on students.</p> <p><b>Skills:</b> Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, where by details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear understanding of present-day issues.</li> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding from the class unit over inequalities in the system will be explored further.</li> <li>• Understanding of the impact of league tables through the New Right movement is explored in marketisation.</li> <li>• The ideologies of the political spectrum will be built upon.</li> </ul>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Sociology; A Graphic Guide by John Nagle</p>
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<b>Unit: Educational Policy</b>				
<b>Different data collection methods used in social science research, with application to educational research.</b>	<p><b>Knowledge:</b> Issues surrounding data collection. Issues when conducting research within an educational context. The use of experiments. The use of questionnaires. The use of interviews. The use of participant observation. The use of secondary sources. All methods are studied in relation to using them for educational research, the strengths and limitations.</p> <p><b>Understanding:</b> Students will begin to understand how sociological research is undertaken through the use of different research methods. A variety of methods will be understood, including the issues surround them such as their practical use, ethical implication, validity, reliability and representativeness. Students will be expected to apply this knowledge to specific examples of research in education, understanding the strengths and limitations within this particular context.</p> <p><b>Skills:</b> Define key terms; demonstrate independence; analyse methods and methodology; evaluate approaches to research; apply learnt knowledge; form logical chain of reasoning.</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, where by details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear understanding of present-day issues.</li> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge from all the units from Education are applied and built upon in this unit as an understanding of the processes within the education system is essential.</li> </ul>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p>

<b>Unit: Families and Households: Domestic Division of Labour</b>				
<p><b>How the domestic division of labour is divided up between couples, who has most power in a relationship (including domestic violence), with application of research to support and dispute the claims.</b></p>	<p><b>Knowledge:</b> How the domestic division of labour is divided up between couples, how this has changed over time due to the impact of paid work. How power relationships work in terms of decision making and who controls the finances (including domestic violence)</p> <p><b>Understanding:</b> Students will have understanding of who tends to do more domestic work in relationships and why. They will appreciate how and to what extent this has changed in more recent years, due to the impact of paid employment for women. They will understand key sociological research to support the claims and will be able to understand the limitations and strengths of the arguments.</p> <p><b>Skills:</b> To identify key terms, explain the changes and impact, analyse and evaluate evidence &amp; theoretical</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear understanding of present-day issues.</li> </ul>	<p>Each student can relate this topic to their own experiences, how chores are divided up in their own homes and their wider family, also to discussions within the media.</p> <p>Those that have studies history will be able to relate to the Suffragette movement too.</p>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p>

	<p>perspectives on the domestic division of labour and power relationships.</p>	<ul style="list-style-type: none"> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
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**Unit: Families and Households: Childhood**

<p><b>Childhood as a social construction, whether childhood is better or worse now that previously, inequalities between children from different classes and genders.</b></p>	<p><b>Knowledge:</b>                  Childhood as a social construction- how the concept is different culturally and historically.                  Is childhood better or worse now that previously, or has childhood disappeared completely?                  Consideration of the inequalities between children from different classes and genders. How childhood is not the same for all children.</p> <p><b>Understanding:</b>                  Students will have understanding what is meant by social construction and how that concept applies to childhood. They will appreciate how and to what extent this has changed in more recent years and is different culturally. They will understand key sociological research to support the claims and will be able to understand the limitations and strengths of the arguments.</p>	<p>Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</p> <ul style="list-style-type: none"> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear</li> </ul>	<p>Each student can relate this topic to their own experiences of childhood and compare it to their peers.                  Students will begin to consider how to analyse and evaluate evidence – drawing on knowledge from GCSE such as English and History.</p>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p>
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	<p><b>Skills:</b> To identify key terms, explain the changes and impact, analyse and evaluate evidence &amp; theoretical perspectives on whether childhood is disappearing or just changing.</p>	<p>understanding of present-day issues.</p> <ul style="list-style-type: none"> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
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**Unit: Families and Households: Perspectives on the Family**

<p><b>Sociological Perspectives on the family. Is the family a positive institution, or does it only benefit some whilst brings many disadvantages to others.</b></p>	<p><b>Knowledge:</b> Consideration of the different sociological perspectives on the family as an institution. What do we mean by family- and the role/ benefits of different types of families. Sociological perspectives will focus on Functionalism, Marxism, Feminism and the more modern view from the Personal Life Perspective.</p> <p><b>Understanding:</b> Students will have understanding what each perspective thinks of the family unit. They will understand key sociological research to support the claims and will be able to understand the limitations and strengths of the family according to each perspective.</p> <p><b>Skills:</b> To identify key terms associated with each perspective, explain the benefits of the family, analyse and evaluate</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear</li> </ul>	<p>Links will be made to discussion on sociological perspectives relating to the Education unit. Students will once again draw on their own experiences.</p>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p>
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	each theoretical perspectives, coming to their own conclusion on which is correct.	<p>understanding of present-day issues.</p> <ul style="list-style-type: none"> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
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**Unit: Families and Households: Demography**

<p><b>Demographic changes relating to the family unit in terms of; birth rate, death rate, marriage and migration</b></p>	<p><b>Knowledge:</b> Trends and changes over time in terms of birth rate and how societal changes have led to a lower birth rate nowadays. Trend and changes to the decrease of the death rate and reasons why. Reasons why marriage rates have changed for first and second time marriage. Looking at patterns of immigration and emigration and how this has affected the size of the family.</p> <p><b>Understanding:</b> Students will understand how the patterns and trends have changes over the years and know the reasons why these changes have taken place.</p> <p><b>Skills:</b> To identify trends and changes associated with family life over the years, explain factors that could effect this, analyse the extent to which these factors would have an impact.</p>	<ul style="list-style-type: none"> <li>•</li> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear</li> </ul>	<p>Like to previous topics- the DDOL and childhood will be drawn upon, as well as knowledge from GCSE Geography on demography. Links to the topic of Education will inform students as to some of the factors which have led to changes.</p>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p>
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		<p>understanding of present-day issues.</p> <ul style="list-style-type: none"> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
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**Unit: Families and Households: Changing family patterns**

<p><b>Changing family patterns, from marriage to cohabitation and same-sex relationships, changes in the rate of divorce, why parents are having fewer children and how the extended family could be on the increase.</b></p>	<p><b>Knowledge:</b> Consideration of how the family has changed over time and reasons why. Patterns suggesting that first time marriages are decreasing however second time marriages are increasing. Consideration what cohabitation and the reasons for why this may be a preferable option to marriage. Reason why couples divorce and why this has increased as a life choice. Finally, looking at the increase of extended families due to immigration of Asian families.</p> <p><b>Understanding:</b> Students will understand how the family has changed over time, and how choices have led to other family types rather than a nuclear family.</p> <p><b>Skills:</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and</li> </ul>	<p>Knowledge gained from previous topic such as the DDOL, Perspectives on the Family and Demography will link to changing family patterns.</p>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p>
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	<p>To identify how the family has changed over time from the nuclear family, explain factors that have led to this, analyse the extent to which these factors would have an impact.</p>	<p>demonstrate a clear understanding of present-day issues.</p> <ul style="list-style-type: none"> <li>• Examples from studies are used and/or recent relevant statistics.</li> <li>• Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
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**Unit: Families and Households: Diversity**

<b>Unit: Families and Households: Diversity</b>				
<p><b>Sociological perspectives on the impact of family diversity.</b></p>	<p><b>Knowledge:</b> Consideration of different sociological perspectives on whether diversity is a positive or negative social change and whether it is actually happening.</p> <p><b>Understanding:</b> Students will understand modern perspectives views, such as Functionalism and New Right and how they favour the nuclear family and dislike diversity. In contrast, Postmodern perspectives, such as the connectedness thesis and PLP believe diversity is a positive change, whereas some sociologists believe the amount of change is being exaggerated.</p> <p><b>Skills:</b> To know the views of different sociological perspectives, apply research to support the views, analyse</p>	<ul style="list-style-type: none"> <li>• Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>• Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>• Subject specific terminology will be used correctly throughout an essay.</li> <li>• Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>• Evaluation will be evidenced in the longer essay questions and demonstrate a clear</li> </ul>	<p>Knowledge gained from previous topics such as the DDOL, Perspectives on the Family, Demography and changing family patterns will be linked to whether diversity is good or bad change. Students can draw on knowledge of the impact of class, gender and ethnic differences on education and life chances.</p>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p>

	and evaluate the views in terms of advantages and disadvantages.	<ul style="list-style-type: none"> <li>understanding of present-day issues.</li> <li>Examples from studies are used and/or recent relevant statistics.</li> <li>Reading beyond the set texts are evidence and show modern day application.</li> </ul>		
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**Unit: Families and Households: Social Policy**

<b>How social policy impacts on family life</b>	<p><b>Knowledge:</b> Consideration of different social policies, followed by sociological perspectives on social policy, whether policies are a benefit to all members of the family and whether policies benefit society as a whole.</p> <p><b>Understanding:</b> Students will know a range of policies that have effected family life. Students will understand sociological perspectives views, such as New Right and Feminism on who policies benefit. Knowledge of how policies can encourage changes within the family.</p> <p><b>Skills:</b> To know the views of different sociological perspectives on social policy, apply policies to different family types and benefits for them, analyse and evaluate the views in terms of</p>	<ul style="list-style-type: none"> <li>Students will be able to confidently analyse, in detail, the main arguments with reference to Sociological debates and/or studies.</li> <li>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding.</li> <li>Subject specific terminology will be used correctly throughout an essay.</li> <li>Students will show joined up thinking, whereby details from other units are employed in the argument.</li> <li>Evaluation will be evidenced in the longer essay questions and demonstrate a clear</li> </ul>	<p>Knowledge gained from previous topics such as the DDOL, Perspectives on the Family, Demography and changing family patterns will be linked to whether diversity is good or bad change. Students can draw on knowledge of the impact of class, gender and ethnic differences on education and life chances.</p>	<p>AQA A-level Sociology Book 1</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p>



	advantages and disadvantages of such policies.	understanding of present-day issues. <ul style="list-style-type: none"><li>• Examples from studies are used and/or recent relevant statistics.</li><li>• Reading beyond the set texts are evidence and show modern day application.</li></ul>		
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